

Sexual Violence Prevention

Grades 9-12, Lesson 6

Student Learning Objectives

The student will be able to ...

1. explain the rape laws for their state.
2. explain who can give consent for sex and under what circumstances.
3. identify three words or cues that signify consent.
4. identify at least two ways to help a friend who may be at risk for being sexually assaulted or for committing sexual assault.

Agenda

1. Review previous lessons.
2. Introduce today's topic.
3. Share survey results.
4. Define terms (sexual assault, coercion, consent) and give overview of laws (with *State Laws & Resources Handout*).
5. Facilitate small-group activity and whole-class debrief based on *Scenarios Activity*.
6. Summarize the lesson.
7. Assign homework.

This lesson was most recently edited on March 23, 2011.

Materials Needed

Student Materials

- **Washington State Laws & Resources Handout** (one copy per student)
- **Individual Homework: Being a Resource & Finding Resources** (one copy per student)
- **Family Homework: Talking about Sexual Violence Prevention** (one copy per student)

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/FLASH – click on “Parents & Guardians”.

Classroom Materials

- **Scenarios Activity** (one class set – each student needs one, but you can reuse the set each period)

Teacher Preparation

Well in advance ...

- **Research your state’s laws. Outside Washington? Make a local handout.** See Appendix 2 for Washington State laws and for tools for researching laws in other states. If you are outside Washington State, make a handout like *Washington State Laws & Resources Handout* for your students based on laws and programs in your area.
- **Make arrangements for students who feel a need to be excused.** We recommend that no student be required to participate in this lesson if they prefer not to and that they are not required to provide an explanation. As an alternative, students may complete the *Individual Homework* in the library during the class session.

The day before the lesson ...

- **Tally the results of the Sexual Attitudes Survey** from the Gender Stereotypes lesson (lesson 4). Pick 2-4 of the questions that show the most “positive” results to share with the class. For example, the items that most students rejected rape myths or victim blaming beliefs. Display the results in a creative way. For example, make a pie chart in excel, a colorful poster, a graph, etc. You will find instructions in Lesson 4 (page 7) of this binder for creating a PowerPoint presentation with pie charts of students’ responses.
- **Make copies** of Materials Needed (see above).

Standards

National Health Education Standards:

- **Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Performance Indicator 2.12.2: Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

Performance Indicator 2.12.3: Analyze how peers influence healthy and unhealthy behaviors.

Performance Indicator 2.12.7: Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

- **Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Performance Indicator 4.12.3: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

- **Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

Performance Indicator 8.12.1: Utilize accurate peer and societal norms to formulate a health-enhancing message.

Performance Indicator 8.12.2: Demonstrate how to influence and support others to make positive health choices.

Washington State Health Education Standard:

- **Essential Academic Learning Requirement (EALR) 2:** The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Grade Level Expectation (GLE) 2.4.1: Understands types of abuse and risky situations and how to respond appropriately and safely.

Rationale

This lesson's title, Sexual Violence Prevention, means the lesson will focus on an array of behaviors and how we can stop them. By sexual violence, we mean rape and sexual assault, child sexual abuse, voyeurism, child pornography and exploitation, sexual harassment and misconduct, and communication with minors for immoral purposes, for example sexting. This lesson deals particularly with problems high school students face. Lessons in the younger grades of FLASH focus more on child sexual abuse.

It is important to remember that males and females are both victims and perpetrators of sexual violence, so it is best to keep discussion and examples gender neutral if possible.

There are strong links between dating and sexual violence and teen pregnancy. Recent studies indicate that at least half of all teen pregnancies occur from adult men.^{1,2} The sexual partners of teen women are often not teens themselves, but men 4-6 years older³, with one fifth of them being six years older or more⁴. Seventy-four percent of women who had intercourse before age 14, and 60% of those who had sex before age 15, report having had a forced sexual experience.⁵ In order to reduce the number of teen pregnancies, we need to take a hard look at the safety of our teens, and help keep them safe from violence.

This is the third of a three part series of lessons which includes Gender Stereotypes and Healthy Relationships. All three lessons and the supplemental lesson Digital Communication & Safety focus on the prevention of sexual violence. They are designed to both prevent people from becoming potential victims and from becoming potential perpetrators. To find out more about the theory underpinning these lessons, see Important Reading for Teachers – Page 3.

Activities

NOTE: Instructions to you are in regular font. A suggested script is in *italics*. Feel free to modify the script to your style and your students' needs.

1. Review previous lessons.

For the last couple of lessons, we have talked about gender stereotypes and healthy relationships. During these lessons, we discussed many of the pressures that are put on boys and girls about how to act as individuals and also treat one another. Boys are taught to always act strong, tough and in control. Girls are taught be emotional, act polite, and take care of others. We talked about how some of these gender norms and stereotypes can lead to unhealthy relationships, and can contribute to things like dating violence and sexual assault. We also learned about some of the qualities of a healthy relationship and how to communicate effectively.

2. Introduce today's topic.

Today we're going to continue the conversation about sexual health and healthy relationships, and discuss sexual assault and prevention.

Acknowledge the sensitivity of the topic and call on students to be their kindest selves:

I want to acknowledge that this is a sensitive topic. Everyone in the room has either experienced sexual violence themselves or is close with someone who has experienced it, even if you are not aware of it. Sometimes I hear a student make a comment, and I wonder, would they have said that same comment if they knew that there are people in the room who have experienced sexual assault? Probably not. I'd like to ask everybody to keep our ground rules in mind while we're talking today. Also, it is absolutely okay for you to take a break if you need to or to talk to me after class.

3. Share survey results.

Display the results from the *Sexual Attitudes Survey* that you administered at the close of Lesson 4.

IMPORTANT: The script provided below assumes that students answered at least a few statements favorably, and that they showed a bias that was less favorable of their peers. This is likely what your results will show as well. Display only the results that follow this pattern, since the purpose of this section is to re-establish social norms that are not supportive of sexual violence.

Is anyone surprised by these results? Would anyone like to share what surprised them?

Have brief discussion about students' reactions.

Summarize:

What we can see from these results is that most of you did not support these sorts of ideas. Most of you feel that it's important to get consent and respect partners' boundaries. For example, sometimes people say, "I was so turned on I couldn't help myself," or "We've had sex before, so I know they're okay with it." Most of you all wouldn't agree with these sorts of statements.

One other interesting thing I noticed is that although you agreed with the statements on the survey, you weren't so sure your peers would. In almost every case, you thought your peers would feel less strongly than you did about the issues. That is interesting, because of course it is your peers that answered the survey, and we can tell that you all are thinking the same things for the most part.

This is important, because sometimes we make decisions based on what we think our peers are doing. For instance, research shows that people sometimes feel pressured to have sex because they think their peers are, when in fact not so many of their peers are having sex. I am glad that you all had a chance to see that your peers' feelings about sexual responsibility and sexual violence are not so different from yours.

4. Define terms and give overview of laws.**a. Sexual Assault**

The first thing we are going to do is start with some definitions. Sexual Assault is generally used as an umbrella term. An umbrella term means that it includes or encompasses many different things.

Ask the following questions and write students' answers on the board:

- What are some types of sexual assault that you can think of, that may be included in this umbrella term?
- (If prompting is needed), When most people hear the term sexual assault, what crime usually comes to mind?

Make sure the list they come up with includes the following, even if you have to add them yourself. Also mention the brief definitions as you are writing the words.

- **Rape** – forced sex or sex without consent
- **Child Sexual Abuse** – includes rape of a child, which is when an adult has sex with a child or a teen. Sometimes called statutory rape; also includes molestation and incest
- **Voyeurism** – when a person spies on someone changing, showering, or having sex, including videotaping
- **Child Pornography / Sexual Exploitation of Children** – when a person creates, possesses, or distributes pictures or content with naked children or depicting children in sexual acts, including sexting

Other Possible answers (but not necessary to mention):

- Incest
- Attempted Rape
- Any unwanted sexual touch
- Public Indecency/ Flashing/ Exposing oneself
- Sexual Misconduct
- Sexual Harassment
- Communication with a Minor for Immoral Purposes, including sexting

Summarize: A good general definition of sexual assault is “coercing or forcing another person into sexual contact.” The term “coercing” or “coercion” is key.

b. Coercion

*Can someone tell me what **coercion** means?*

A good working definition of coercion is **the use of emotional manipulation to persuade someone to do something they may not want to do** – like being sexual or performing certain sexual acts.

Ask:

- What are some ways that you think coercion can be used in the case of sexual assault?
- What are tactics that someone could use to coerce someone into doing something that they may not normally want to do? Optional: write answers on board, or have a student volunteer write answers on board.

Make sure the list they generate includes the following, even if you have to add them yourself:

- **Physical force**
- **Manipulation**
- **Abusing a position of power**
- **Older person taking advantage of a younger person**
- **Drugs and alcohol**

Other possible answers (but not necessary to mention):

- Threats
- Bribery
- Blackmail
- Tricking them
- Abusing them in other ways (physical / emotional)

Unlike what many people believe, sexual assault, including rape, does not usually involve extreme physical force or injury. Often emotional manipulation, coercion, or alcohol and drugs are used as tools to assault.

Now let's look at our laws related to sexual assault. When two people have oral, anal, or vaginal sex, or any type of sexual touching, it may be legal or illegal depending on two important factors:

- The age of the two people involved
- Whether or not there was consent given

Summarize: If there is ever force used, or consent is not given, it is sexual assault or rape and that is illegal.

c. Consent

Let's talk about **consent**. Who can give a definition for consent? (If students need prompting) What does the word consent mean in general terms?

Possible answers: **permission, saying it's okay, agreement**

d. State Laws

Next, cover your state laws and how they define consent. We've described Washington State laws below, as examples. See Appendix 2 to find your own state's laws.

Washington State law says that: "consent" means that at the time of the act of sexual intercourse or sexual contact, there are actual words or conduct indicating freely given agreement to have sexual intercourse or sexual contact.

Washington State law also specifies that certain people cannot give consent. Anyone who is intoxicated due to drugs or alcohol cannot give consent. Anyone who is mentally incapacitated, unconscious or asleep cannot give consent.

Also, just because someone has agreed to a sexual act in the past, does not mean that they always agree to it. Someone has to consent to each act of sex or sexual touch.

Now, the next point is about the age of the two people having sex. Even if there is consent, sex or sexual touching is also illegal if the person is under a certain age. In other words, an older person may not have sex with a younger child or teen. Washington calls these laws "rape of a child" and in other states it is called "statutory rape".

Give each student a copy of the *Washington State Laws and Resources Handout* or a handout you have created for your own state. Direct students to the following section as you read the age difference information out loud or have a student volunteer read it aloud.

Here are the age differences in Washington State:

- *If the person is under 12, and the older person is more than two years (24 months) older, and they have sex, it is considered rape of a child. So even if they both agree, it does not matter. The law says the older person is too much older and the younger person cannot consent.*

- *If the younger person is 12 or 13, and the older person is more than three years (36 months) older, the older person is committing rape of a child.*
- *If the younger person is 14 or 15, and the older person is more than four years (48 months) older, the older person is committing rape of a child.*
- *If the younger person is 16 or 17 and the older person is more than five years (60 months) older and in a supervisory position of power, like a coach, employer, or social worker, then the older person is committing sexual misconduct. The same goes for any school employee who has sexual contact with any student under the age of 21.*

NOTE: Pay close attention to time. You may need to abbreviate the following discussion or skip to #5 (the small group activity) if the students have had a lot of questions. You will need 20 – 25 minutes to complete the rest of this lesson.

So, just as an example, this means that it is illegal for a 20-year-old to have sex with a 15-year-old. Although most people would agree that a 30-year-old should not have sex with a 15-year-old, sometimes people feel that when the age difference is a little closer the law may be unfair. In that situation, they ask questions like, “What if the two people are really in love, and they have been going out a long time? What if the 15-year-old’s parents know and approve of the relationship?” Even in these situations, it is still illegal, and there are reasons why. What do you think those reasons are? Why might it be a bad idea for a much older person to be in a sexual relationship with a much younger person?

Make sure the list they generate includes the following, even if you have to add them yourself:

- The older person probably knows more, and can use that knowledge to influence or take advantage of a younger person.
- The younger person may assume that the older person knows more, even when they don’t. They are likely to believe what the older person says, which gives the older person a lot of opportunity to manipulate or lie to the younger person.
- The older person has access to things that the younger person doesn’t, such as a car, an apartment, a job, alcohol, etc. This can make the older person seem very attractive as a dating partner, and may cause the younger person to overlook serious concerns they have about that person.
- Because the older person has more independence (maybe their own apartment or car, maybe no curfew if they still live at home), a younger person is more likely to end up in a risky situation with an older person than with a person their own age. The risky situations may involve being alone in an apartment with someone, being around alcohol or drugs, being out late alone, etc.

For all of these reasons and more, teens who have dating partners who are much older than them are more likely to get an STD,⁶ to become pregnant, or get someone pregnant while still a teen.⁷

Let’s switch gears a bit now and move on to an activity.

5. Facilitate small-group activity and whole-class debrief based on the *Scenarios Activity*.

In the next activity, you are going to break into small groups and you are each going to be given scenarios. Read the scenarios out loud with your group and discuss. Answer the questions that are given for your scenario.

Divide the class into six groups. Hand out the two-page *Scenario Activity* sheets to each group. Assign each group **one scenario** to discuss. Allow small groups to discuss for 5-6 minutes. If it looks like one group finishes early, ask them to discuss the next scenario on the list. When finished, take turns asking the small groups to read their scenario and report to the class.

Scenario 1 Debrief:

- The discussion should include the fact that Naomi is intoxicated and therefore cannot consent. Even if her words (“uh-huh”) indicate yes, the fact that she is drunk means that she can not consent.
- If they were both intoxicated, neither person can legally consent to sex. Technically, it is possible that either could be charged with rape. **However, the one who initiates the sexual contact or who gives the other person alcohol may be more likely to be held responsible for rape.** Also, people who are intoxicated are less likely to protect themselves against STDs and pregnancy.
- Ideally, a friend would step in and help intervene. Some examples are: distracting them, staying by Naomi’s side, pretending you need them to help someone who is sick, or telling Jackson that it’s not a good idea to hook up because she is drunk.

Scenario 2 Debrief:

- The students may indicate that this appears to be a healthy relationship because they both have honest and clear communication.
- Jamal really wants to have sex (he asks twice), but he is respectful when she communicates her boundaries (with words and later with body language).

Scenario 3 Debrief:

- The students should identify several cues that indicate that Elena is not consenting, including: she shrugs her shoulders when he first touches her, she “hisses” and tells him to cut it out, she tries to push him away.

Scenario 4 Debrief:

- This scenario is slightly similar to Scenario 3, but important details are different. In this scenario, both people are consenting. We know this due to several factors: he touches her shoulders, she grins when he first touches her, she indicates that they could be doing something else, he pulls her close, she laughs, they both giggle, they kiss.
- One point that students might mention is that she does say “cut it out,” which means no. It is not entirely clear what she wants because in this moment, her body language says yes, and her words say no. It would be clearer if they were to ask each other directly, “Can I kiss you?”
- He assumes consent in this case because her “yes” cues far outweigh her “no” cues.

Scenario 5 Debrief:

- Students should mention that there is consent for the kiss.
- There were several cues: Tyra gave a hug, Monica gave a quick kiss, Tyra asked if they could kiss again, Monica laughs, they kiss again.
- There is no consent to do anything further at this point, therefore Tyra should ask. She could say, “Do you want to go further?” or “What do you want to do next?” or “Can I take your shirt off?”

Scenario 6 Debrief:

- Students should mention that consent is not possible in this scenario because of the age difference and because of Ciera’s position of power (she is in a supervisory position as a coach).
- Even if the boy wanted to have sex, and consented, Washington State law says that technically he cannot consent if she is in a position of power and he is more than 5 years younger. Note: State laws may vary.
- Even if the law is not broken, she is still breaking ethical rules for coaches and is risking her job.
- Ideally, students will indicate that they would report to a trusted adult or to police if they heard these rumors. Acknowledge that it may be very difficult to report because there may be a lot of peer pressure to stay quiet about it.

6. Summarize the lesson. Answer any questions that the students still have about sexual violence.

Today we discussed sexual assault and rape, the difference between sex that people consent to, and assault. It was helpful to work through some scenarios to understand that we all do know what consent looks like even in different scenarios. This information is useful to keep us safe and also keep us from hurting other people.

7. Assign homework.

- Individual Homework: Being a Resource; Finding Resources*
- Family Homework: Talking about Sexual Violence Prevention*

Reminder: The English version is on the last page of this lesson plan. You will find the *Family Homework* in English, Spanish, Russian, Chinese, Vietnamese and Arabic at www.kingcounty.gov/health/FLASH – click on “Parents & Guardians.”

Washington Laws & Resources Handout

What is sexual assault?

Sexual assault is a crime. Sexual contact is always illegal when force is used or when the person cannot give consent. It is always illegal if it is a close relative. "Sexual assault" refers to many different crimes. A good definition is "coercing or forcing another person into sexual contact."

Different kinds of sexual assault

Rape ... is any kind of sexual penetration by force or when the person can't consent. Sometimes physical force is used or threatened. Other times the victim is helpless or under the influence of alcohol or drugs and can't consent to sex. Sometimes the offender is a stranger. More often the offender is someone the victim knows.

Child sexual abuse ... is when an adult sexually touches or has sex with a child or teenager. The offender might use force, manipulation, bribery, pressure, or they may take advantage of the situation.

Incest ... is when a close relative like a parent or stepparent sexually touches or has sex with their child. It is always illegal no matter how old the victim is.

Rape of a Child (also called statutory rape) ... In Washington State, sex is illegal even when there is no force if:

- The younger person is under 12 years old, and the older person is more than two years older
- The younger person is 12 or 13, and the older person is more than three years older
- The younger person is 14 or 15, and the person is more than four years older

Sexual Misconduct ... In Washington State, it is also illegal for a person in a position of power or authority to have a sexual relationship with any youth they supervise. This would apply to two situations:

- The younger person is 16 or 17, and the older person is more than five years older and is in a position of authority over the younger person.
- Any school employee who has a sexual relationship with any enrolled student under the age of 21.

Where to Get Help

Rape, Abuse and Incest National Network www.rainn.org
 National Sexual Assault Hotline 1-800-656-HOPE
 Find a local sexual assault center in Washington State www.wcsap.org/help.htm
 NW Network of Bi, Trans, Lesbian & Gay Survivors of Abuse www.nwnetwork.org
 Find help outside of Washington State www.nsvrc.org/organizations

Scenarios Activity

1. Desiree and Naomi are best friends and at a party together. Desiree notices that Naomi is drinking a lot and starting to slur her words. Jackson, a cute guy at the party, approaches Naomi, who is totally drunk. Jackson asks Naomi if she wants to hook up. Naomi nods her head and is led upstairs by Jackson. Desiree can see Naomi is stumbling up the stairs.

- What do you think about this situation?
- Is consent possible in this situation? Why or why not?
- Would it be different if both were intoxicated?
- What could Desiree do to help her friend? What could one of Jackson's friends do?

2. Jamal and Leila have been dating for 6 months. Jamal feels he is ready to have sex. Jamal invites Leila over to his house one weekend night when his parents are out of town. Alone in the house, Jamal talks with Leila about wanting to have sex and Leila tells him she's not ready. A little later while making out in Jamal's room, he asks her again about having sex. Leila shakes her head no and looks away. Jamal is disappointed but goes no further.

- Was there consent in this scenario? What did the person say or do to let you know?
- What do you think about Leila and Jamal's relationship?

3. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena shrugs her shoulders under his hands. Rob puts his arms around her from behind and pulls her close to him. Elena leans forward and hisses, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. As Elena puts her hands on his chest and tries to push him away, he pulls her to him and kisses her.

- Was there consent in this scenario? What did the person say or do to let you know?
- If you have time, read and discuss Scenario 4.

4. Rob and Elena are in the library, working on a school report. At the computer station, Rob begins to give Elena a backrub. "This research is boring," he says. Elena turns around and grins at him. "Yeah, it is, compared to what we could be doing," she says. Rob puts his arms around her and pulls her close to him. Elena puts her arms around his neck and laughs, "Cut it out, you're going to get us in trouble." Rob pulls her into the corner. Giggling, they kiss.

- Was there consent in this scenario? What did the person say or do to let you know?
 - If you have time, read and discuss Scenario 3.
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5. Tyra walked Monica home after they saw a movie together Friday night. When they got to Monica's house, they stood talking for a while. When Tyra gave Monica a hug goodnight, Monica responded to her with a quick kiss on the lips. Tyra smiled and said, "Can we do that again?" Monica laughed, and they kissed for a long time. They go inside and continue kissing. Tyra wants to go further but can't really tell what Monica wants by her body language.

- Was there consent for the kiss? What did the person say or do to let you know?
 - Was there consent to do anything further sexually?
 - What should Tyra do in this situation?
-

6. Ciera is 23 years old. She is a teacher and the girl's basketball coach at Lake High School. She has been coaching the boys' basketball team lately because the boys' coach has been out sick. Some of the girls notice that Ciera is kind of flirtatious with some of the guys on the boys' team. She has also been offering a few of the boys private coaching sessions, but tells them to keep it a secret, so the girls don't get jealous. A member of the boys' team tells his friend Taylor that he and Ciera hooked up last weekend.

- What do you think about this situation?
 - Is consent possible in this situation? Why or why not?
 - What would you do if you were Taylor?
-

Individual Homework:

Being a Resource & Finding Resources

Name _____

Period _____

1. Describe three ways that you could help a friend who tells you that he or she has been sexually assaulted or raped.

a. _____

b. _____

c. _____

2. Describe three ways that you could talk to or intervene with a friend who you have seen touch people in an inappropriately sexual way in the halls at school.

a. _____

b. _____

c. _____

3. Go online and find two national resources that provide support for someone who has been sexually assaulted. List the websites below:

a. _____

b. _____

4. Go online and find one local resource (meaning ones that are close to your neighborhood or school) that provides support for someone who has been sexually assaulted. List the website below:

a. _____

Family Homework: Talking about Sexual Violence Prevention

All Family Homework is optional. You may complete an Individual Homework assignment instead.

Directions:

DISCUSS the following scenarios and questions.

YOU MAY WANT TO WRITE the agreements that you come up with on a separate sheet of paper and both sign them. You do NOT have to turn that in. That is just for you.

- I am hanging out with friends and they start doing things that make me feel unsafe. This could include any number of things, like drinking, going to a party that I don't want to go to, acting sexually in a way that makes me feel uncomfortable, etc. I would like to know that if I need your support, I could ask for it. What would you like me to do in this situation? How could I ask for your help? Are there certain rules or agreements that we both should follow?
- I am hanging out with a friend at their house and their parents or guardians go out for the evening. I start to feel uncomfortable in this situation. What would you like me to do in this situation? How could I ask for your help? Are there certain rules or agreements that we both should follow?
- My boss at work is 23. This boss is cute and has been pretty friendly with me. I've enjoyed the attention that they've given me ... until now. Recently, I have started feeling uncomfortable with how touchy-feely my boss has been and the sexual innuendos that have been made. I am often alone with my boss at work and am feeling more and more uncomfortable with this situation. What would you like me to do in this situation? How could I ask for your help? Are there certain rules or agreements that we both should follow?



Family Homework: Sexual Violence Prevention – Confirmation Slip

FOR FULL CREDIT, THIS HOMEWORK IS DUE:_____

We have completed this Homework Exercise.

Date: _____

student's signature

signature of family member or trusted adult

References

- ¹ Landry, D.J., Forrest, J.D. (1995). How old are U.S. fathers?" *Family Planning Perspectives*, 27,159-161 & 165.
- ² Ryan, S.; Franzetta, K.; Manlove, J.S.; Schelar, E. (March 2008). Older sexual partners during adolescence: links to reproductive health outcomes in young adulthood. *Perspectives on Sexual and Reproductive Health*. 40(1), 17–26.
- ³ Landry, D.J., Forrest, J.D. (1995). How old are U.S. fathers?" *Family Planning Perspectives*, 27,159-161 & 165.
- ⁴ The Alan Guttmacher Institute (AGI). (1996). Facts in brief: teen sex and pregnancy. New York: AGI.
- ⁵ The Alan Guttmacher Institute (AGI). (1994). Sex and America's teenagers, New York: AGI.
- ⁶ Ryan, S.; Franzetta, K.; Manlove, J.S.; Schelar, E. (March 2008). Older sexual partners during adolescence: links to reproductive health outcomes in young adulthood. *Perspectives on Sexual and Reproductive Health*, 40(1), 17–26.
- ⁷ Manlove, J., Terry-Humen, E., & Ikramullah, E. (2006). Young teens and older sexual partners: Correlates and consequences for males and females. *Perspectives on Sexual and Reproductive Health*, 38(4), 197-207.

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